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ANNUAL REPORT OF THE SUPERINTENDENT OF COMMON SCHOOLS.

(Concluded from last No.)

We should not fail to find examples in other States, if we chose to look for them, where trust funds of this description, dedicated to the highest and most sacred objects, the education of youth, have been taken and appropriated to the necessities of the State; necessities produced by no unavoidable external exigencies, but from an utter destitution of that moral courage and just regard to the faithful discharge of public duty which demands an ample provision "of ways and means" to meet fully and promptly every appropriation from the public treasury, and every engagement entered into by the State. The principal part of this fund, and the most of the monies that are now counted as being in the treasury, was the "free gift" of the patriotic statesmen and sagacious minds of a past generation; not to be enjoyed exclusively by their immediate descendants, for they were not governed by any such selfish and ignoble views, but for the use of each succeeding generation of school children in the State, and it should not be diverted from the objects and purposes to which it has been so providently dedicated.

In regard to the application of the capital of this fund paid into the treasury subsequent to the 30th September, 1846, "to the expenses of the government," it is not supposed that any diversity of opinion will exist. The ninth article of the Constitution recognises what has been formerly known as the "Common School Fund," as a separate and distinct fund, and ordains that the capital "shall be preserved inviolate;" that is to say, saved and kept unprofaned and unbroken; also that "the revenue of the said fund shall be applied to the support of common schools;" and that "the sum of twenty-five thousand dollars of the revenues of the U. S. Deposit Fund shall each year be appropriated to and made a part of the capital of the said Common School Fund."

The re-payment of the amount due to this fund from the State, on the 30th of September, 1846, appears to be provided for out of the "sinking fund," established by the second section of the seventh article of the Constitution, "to pay the interest and redeem the principal of that part of the State debt, called the General Fund debt."

Although this constitutional provision abundantly secures the payment of the interest, and the final extinguishment of the principal of this debt, it is not supposed that the treasury will be in a condition to refund the principal for some years to come; the Superintendent, therefore, respectfully submits that this debt be funded, and stock issued therefor, payable at the pleasure of the State, with interest at the current rate, or at a rate equal to the net product of the moneys, if loaned on bond and mortgage.

It is also respectfully submitted that a different disposi-

tion must be made of the capital of this fund, paid into the treasury subsequent to the 30th of September, 1846, or which may hereafter be received. The Constitution, section 12, article 7, declares that "no debt shall be hereafter contracted by, or on behalf of this State," except the debts specified in the 10th and 11th sections of "the same article, unless such debt be authorized by law," &c. The Legislature may, "to meet casual deficits or failures in revenues, or for expenses not provided for" in the Constitution, "contract debts," not to exceed \$1,000,000 (Constitution, article 7, section 10,) and "in addition to the above limited power," the Legislature "may contract debts to repel invasion, suppress insurrection, or defend the State in war." (Constitution, article 7, section 11.)

The average annual receipts of capital into the treasury, since 1841, have been \$113,000; and the payments hereafter will probably exceed that amount until the "bonds for lands and for loans" shall be considerably reduced below their present limit. A retention of these moneys in the treasury until some one of the constitutional contingencies before noticed should happen, would be regarded with disfavor, and those entrusted with the administration of the fund would be charged with dereliction from duty.

It is deemed important that \$136,477.86 now in the treasury, and constituting no part of the general fund debt, be immediately invested, and the existing statutes authorize the investment of this capital in "the public stocks of this State, of the United States, or in the stocks of the cities of New-York and Albany, or in bond and mortgage" in the several counties, the loans to be made by the commissioners for loaning the United States Deposit Fund, under directions prescribed by the Comptroller. Where loans are effected in either of the modes, or on the securities above stated, the rate of interest is declared in the instrument executed to secure the payment, or is fixed by law, and the income is not only ascertained, but is certain, unless the principal fails.

It is believed that an opportunity will be offered in the course of the next year, of investing these moneys in the seven per cent canal stocks, falling due in 1848, as the means provided by the Constitution are likely to prove inadequate to pay all of the canal debt falling due that year. This investment would be alike advantageous to the fund and the State, and the payment of this debt being secured by the canal sinking fund, the final extinguishment of this stock might be postponed until it becomes necessary to pay off the canal debt of the State.

For a full and elaborate statement, showing "the amount of the school fund, the character of the investments, and the amount paid into the treasury," and other interesting matter, the superintendent refers to the Comptroller's report to the Convention, Document No. 40. Although the balance of capital in treasury on the first day of June, 1846, was \$387,164, still, as the Constitution had not at the time been framed and adopted, and only took effect on the first day of January last, it is believed that the period for ascertaining the amount of moneys in the treasury belonging to the capital of this fund, should be the close of the fiscal year of 1846; at this time the indebtedness of the General Fund was ascertained, and the balance of moneys in the treasury stated at \$413,984.46.

Facilities for investing these moneys in the stocks of this State will probably be no longer afforded to any considerable extent; and what will be offered may not produce as large returns of interest as other modes of investment. To secure this very desirable result, and at the same time safely invest the principal, loans, limited in amount to individuals, on bond secured by mortgage on unincumbered real estate of twice or three times the value of the sums advanced, exclusive of buildings, proper cautions being exercised in respect to inquiries about title, are believed

to be as desirable as any other mode of investment. It will be seen by reference to the above report, that the interest on the item of "bonds for loans" exceeded six per cent, in 1845, on the whole sum.

The fifth section of the act, chapter 258 of the Laws of 1847, directs the treasurer to keep separate book accounts for all moneys which belong to the United States Deposit Fund and the Literature Fund, and then provides that the interest received on such accounts shall be carried, at the close of each fiscal year, to the credit of the income of such funds respectively. By this operation the interest received from the treasury bank for deposits of capital and interest paid in during the year is secured to those two funds, instead of being carried to the credit of the General Fund.

The execution of this law is no doubt perfectly practicable, and its provisions salutary and just. If it was desirable to foster the funds from which the colleges and academies in the State received collateral aid, as well as the common schools, was it less important to husband the fund exclusively pledged to the support of the latter? May it not be asked why the school fund was not placed on the same footing with the other two funds? Had the 700,000 school children in the State, many of whom are wholly destitute of any other means of defraying the expenses of a few weeks' tuition, no bold and eloquent advocate in the legislative halls to press their claims upon the attention of members when the documents laying on their tables showed the strong necessity of further pecuniary aid to sustain the schools?

It should also be recollected that the balance of income for the current year is ascertained on the 30th of September, but the moneys are not paid out of the treasury until the 1st day of February following; and during this period of four months, although the balance is not *idle* in the treasury, neither the income or capital derives any benefit from the interest paid by the treasury bank.

Whenever the revenues of the fund "shall be increased by the sum of ten thousand dollars, such increase" must be added to the last apportionment, and as no less amount can be distributed under the existing laws in addition to former appropriations, annual balances of revenue will be left in the treasury during several succeeding years; for it would not be found convenient, nor would it be expedient, even if practicable, under the existing constitutional regulations of annual or biennial appropriations to increase these appropriations, unless they can remain permanent. The benefits which have accrued to the General Fund from the deposits of capital and revenue in the treasury bank cannot have been less than three thousand dollars per year since 1841—thus affording a pretty fair equivalent for some of the expenses incurred by the General Fund on account of the schools.

The constitutional pledge must be regarded as setting apart the Common School Fund, and the moneys belonging to it, for a specific object, and while that object remains to be accomplished, this pledge must be held sacred and inviolable. This trust is one of momentous import; and to the Legislature, who are the representatives of those for whose benefit it was created, was confided its administration, management and preservation as the most suitable and appropriate agents, whose fidelity and devotion to the interests of their constituents could not be questioned.

Although the direct action of preceding Legislatures has accorded substantially, if not fully, with the views and opinions frequently expressed by former Superintendents, as well as the undersigned in the annual reports from this office in respect to mingling and mixing up this fund with the other moneys of the State, and the impolicy, if not injustice, of appropriating this capital to defray the ordinary expenses of the government; still, "State necessities" under the authority given by the acts referred to in the Comptroller's report to the Convention, compelled a resort to this fund as affording the only means to carry on the government, until we find more than one-fourth of the whole capital thus absorbed.

If the suggestion, to have the debt due from the General Fund or treasury on the 30th September, 1846, funded at a fixed rate of interest, and a stock issued therefor, meet with the favorable consideration of the Legislature, and the capital now in the treasury and such as may be hereafter paid in, immediately invested in the stocks of the State, at a rate of interest equivalent to that produced on "bonds for loans," it may be confidently anticipated that the increase will hereafter sustain the appropriation recently made of \$120,000 for the support of schools, and that within five years \$10,000 more may be safely added.

The undersigned, in reference to the management of this fund, takes this occasion, when no personal motive can be attributed to him, respectfully to suggest that additional authority be conferred upon the Superintendent of Common Schools in regard to its administration. In presenting this

suggestion to the deliberate consideration of the Legislature, the undersigned desires to state that he has been actuated by no other motive than a firm conviction of its expediency and propriety. If the Superintendent must respond to the call for information respecting the "improvement and management" of the fund, it seems to be important that he should possess the means of doing so from practical information, obtained by a direct agency in its administration.

Of the organization of the Common Schools.—The whole territory of the State is estimated to contain an area of 44,370 square miles, exclusive of the waters of the great lakes, and has been, as before remarked, divided into fifty-nine organized counties, and 11,032 school districts, the school houses of which are situated in the towns from which reports were received, or 8,241 whole districts, and 5,565 parts of joint districts, composed of territory of adjoining towns, giving an average of four square miles to each. By the census returns of 1840, the whole number of acres of land is stated to be 28,396,742; of which 9,860,058 were improved, and 19,516,422 unimproved. By the census returns of 1845, there were on the 1st of July of that year, 11,757,276 acres of improved land in the State, which gives an average of a little more than 1,060 acres to each district.

The aggregate valuation of all the real and personal estate, in the several counties of the State in 1846, was \$616,824,955, the average for each school district being \$55,811; or, excluding the city and county of New-York, 34,281 nearly. The whole number of school children in the State, between 5 and 16 years of age, 700,443, averages 64 and a fraction to each school district; and the whole amount of public money, \$550,000, would, if equally divided, give to each district, \$49.76.

Such is the admirable picture of our school organization, presented by "aggregates and averages"; but the view is as unreal as such results usually are, where imagination is substituted for fact. It is officially known at this office, that there are very many school districts in the State, where some portion of the school children in them reside two and three miles from the school houses; that there are districts having 40, 60, 75, and up to several hundred children; while in others, there are only 13, 15, 20, and up to 30; and the aggregate of assessed valuations of real and personal estates, varies from \$3,000 up to \$300,000, and even more. Uniform equality of districts, in extent of territory, assessed valuations and number of school children, we know cannot be attained; but very many of the existing *inequalities* might and would be avoided, if the school officers charged with the organization of districts, performed their duties with fearless fidelity, rightly estimated the objects and intent of the law providing for the establishment of schools, and consulted the true interests of the inhabitants. The numerous alterations of districts and the repeated changes in the same district, even in the same year, has become a very serious evil, and an almost intolerable burthen to the people. Instances have been reported to this office, where individuals with their real estates have been set off from one district and attached to another, upon alleged good cause, and after a short period re-annexed to the districts to which they had formerly belonged; and, in the mean time, a district tax had been levied in such former district, to build a new school house or defray some other district expense. It will be observed, that the number of whole districts is decreasing, and the parts of joint districts are increasing. It is not supposed that the organization of joint districts can be dispensed with; but the formation of them in many cases, it is believed, is not necessary. The Superintendent has been informed, that districts of this character have been organized, comprising territory taken from even three or four towns, often containing only two inhabitants and sometimes one, in some of the parts of such districts. Although organizations of this description may not be numerous, the condition of the inhabitants so situated, must be extreme indeed, to sustain the town superintendents in forming districts of this kind. Many of the school districts in the state have not 40 school children between 5 and 16 years of age, and some of them contain a considerably less number. Districts of this description cannot, as shown by all past experience, sustain a good common school four months in the year. The average attendance in such schools will not range higher than from ten to twenty pupils; and none but the cheapest and lowest grade of teachers—if their capacities allow graduation—will be employed in them.

It has been uniformly considered by the department, that districts with less than 40 children between the ages of 5 and 16 residing therein, should not be formed, and that any change of existing organizations, which would reduce the school children of the district below that number, ought not, except under very peculiar circumstances, to be allowed. The exceptions above referred to, are seldom brought to the notice of the department; consequently these dis-

titles are made, too often, it is feared, to suit the interests of particular individuals, without properly regarding the great objects intended to be accomplished in establishing common schools, or the true grounds of exception applicable in such cases.

The almost unlimited and unrestricted power conferred upon town superintendents in the division of towns into school districts, and "to regulate and alter" the same—although their acts are subject to review on appeal to this department, and may be reversed, affirmed or modified—should in some respects be limited and more clearly defined. The authority now exercised by these officers, in organizing school districts, had been conferred upon the "commissioners of common schools;" and when the latter office was abolished, the town superintendents, "in addition to the powers and duties conferred and imposed" by the act authorizing their election, were also required to perform all the duties, and were declared subject to all the restrictions and liabilities imposed by law "upon commissioners and inspectors of common schools," except when those duties and liabilities are modified by the act creating the office. This was an important change, and considered highly advantageous to the progress of our school system.

The office of county superintendent having been abolished, it now remains to be seen whether the supervision of one officer in a town, unaided by consultation and advice, except with this department, will give satisfaction to the public, and materially advance the permanent interests of education. The undersigned has long entertained the belief, that changes and alterations in school districts, to take effect between the first days of December and the following May, were more prejudicial than advantageous, inasmuch as they disarrange the winter schools, which are generally the most important, and besides, this is a period when school houses cannot be as well and economically constructed as during the other portion of the year.

There are at this time more school districts in the State than are required for the accommodation of the children attending the schools, or who would attend under any circumstances. Deducting those residing in the cities and populous villages, where union schools have been established, and large and commodious houses provided, containing two, three, and even four school rooms, the average will not much exceed 45 children to a district, and the daily attendance will be less than thirty.

New and more convenient school buildings no doubt are wanted; but increasing the number of districts will add to, rather than diminish the number of unsuitable structures already in existence in the State. The sums annually raised in the country districts, for the erection and repairs of school houses, exceeds \$200,000; and, while the liberality and generous devotion of our citizens cannot be doubted, some reasonable limit should be fixed to the exercise of this power.

The first section of the act, chapter 44 of the Laws of 1831, provides that "whenever a school house shall have been built or purchased for a district, the site of such school house shall not be changed, nor the building removed, as long as the district shall remain unaltered, unless by the consent in writing of the town superintendent of common schools, and upon the vote of two-thirds of the inhabitants present at a special district meeting, called for the purpose, and qualified to vote, shall concur in the removal and in favor of a new site. This, it was believed, imposed a necessary and salutary restraint upon the power of the casual or accidental majorities that might be convened at the district meetings;—it will, however, be observed that where there has been any change or alteration in the original boundaries of the district, no matter how slight or unimportant, the authority to remove the house or change the site is vested in the majority of the qualified voters, who may assemble at a district meeting. Some farther restriction of this power is necessary to protect existing organizations and prevent the breaking up of established districts. This department can restrain abuses of this kind, whenever presented on appeal; but this mode of redress is generally delayed so long, that adequate relief is seldom obtained.

The act relative to the office of town superintendent of common schools, and amendatory of the Revised Statutes, entitled "of public instruction," passed at the recent session of the Legislature, will no doubt be found highly useful to the school district officers and others interested in the schools. No very material changes in the existing laws have been made; but the tenure of the office of the town superintendent has been extended one year. The extension was required to prevent the too frequent changes which elections, occurring at shorter intervals, produced. An annual change of the incumbents in these offices has been a very serious evil, and attended with great inconveniences. An individual hereafter elected will have some opportunity of becoming acquainted with the duties he will

have to perform, and will enter upon the discharge of them, near the commencement of the winter terms.

The arrangement of the various provisions of our school laws under distinct heads, and all that relate to any particular officer, his powers and duties, as well as the powers and duties of school district inhabitants, under the appropriate heads, will aid these officers and inhabitants in the discharge of their respective duties, and remove the grounds of complaint, on the score of complexity, that have heretofore existed, and not without sufficient cause. The various amendments that have been made from year to year, since the revision in 1831, had produced some confusion; and serious doubts were often entertained by the school officers, in regard to the construction that should be given to some of the statutes in force.

IV. OF OTHER MATTERS RELATING TO THE OFFICE OF SUPERINTENDENT OF COMMON SCHOOLS, WHICH ARE DEEMED EXPEDIENT TO PRESENT IN THIS REPORT.

Under this head, it is proposed to exhibit the condition,

1. Of the district libraries;
2. Of the Indian schools established in the State and placed under the supervision of the department;
3. To present and discuss the system of free schools, and suggest a plan to be adopted in the State, more congenial to the present social and political condition of the people, than is found in the existing system.
4. The increased distribution from the capital of the fund for the support of schools in 1848;
5. Of inspection and supervision in the counties and towns;
6. Of the District School Journal; and
7. Reflections on the system and its results, as presented by the official report submitted.

School District Libraries.—The additions to the libraries during the year 1846 were quite extensive; and the information which has reached the department from reliable sources, affords the strongest encouragement that these important aids to the dissemination of intelligence throughout the State, still retain a high degree of public favor.

The whole number of volumes in the libraries on the 1st day of January, 1847, was 1,310,986, showing an increase, during the year 1846, of 107,847 volumes. In 1845 the increase was only 57,889 volumes; and in 1844 it was 106,854. It is not only very interesting, but quite useful to know where these intellectual treasures are to be found. The counties of Oneida and Onondaga are reported to have in each upwards of 40,000 volumes; Cayuga, Jefferson, Monroe and St. Lawrence, each exceeding 35,000 and under 40,000 volumes; Albany, Chautauque, Erie and Steuben have each between 30,000 and 35,000 volumes; Chenango, Columbia, Delaware, Dutchess, Livingston, Madison, Ontario, Orange, Rensselaer, Saratoga, Tompkins, Ulster, Washington, Wayne, and Westchester, each between 25,000 and 30,000 volumes; and of other counties, five have over 20,000, but less than 25,000 each; twelve, over 15,000, but less than 20,000 each; eight over 10,000, but less than 15,000 each; and the remaining counties have each less than 10,000 volumes. Assuming the whole amount of library money of 1846 to have been expended in the purchase of books, the average cost of each volume was nearly eighty-seven cents.

In the two previous reports submitted by the undersigned, he has given a full exposition of his views, as well in regard to the character of the works to be purchased by the trustees and deposited in these libraries, as of their inestimable value not only to the children of the districts, but also to the adult population. Another year's experience has strengthened and confirmed those opinions. By an amendment incorporated into the act, chapter 8, of Laws of 1847, appropriating the annual revenues of the Common School and United States Deposit Funds, the fifty-five thousand dollars annually apportioned for library purposes was authorized to be paid "on account of district libraries, or for the payment of teachers' wages, or for the purchase of maps, globes or scientific apparatus, in the discretion of the inhabitants of the several school districts qualified to vote therein." As this act was temporary, and expired as soon as the moneys had been paid out of the treasury and applied to the objects contemplated; and moreover, as it did not repeal any of the existing permanent statutes relating to the same subject, the department could not consider the latter acts affected

or modified in any respect, except where there was a direct conflict; and to this extent the undersigned believed the prior enactment should be deemed suspended. Instructions were therefore issued to the school officers to this effect, and to the town superintendents, to apportion these moneys in accordance with the usual practice, and that hereafter the portion of library money could not be paid to the trustees of a district, where that money for the present year had been applied to the payment of teachers' wages, or the purchase of maps, globes, or scientific apparatus, unless the authority for this application should appear to have been conferred by a majority of the votes given at a special district meeting, notified for the purpose, pursuant to the sixteenth section of the act, chapter 237, of Laws of 1838.

If the conditions before alluded to should be continued in the appropriation acts, it is respectfully submitted that the other enactments relating to the same subject should be so modified as not to present any uncertainty or perplexity to the town and school district officers. When we take into consideration the vast stores of intellectual wealth which have been diffused throughout the State, and may continue to be spread far and wide into every organized district, by means of these libraries, should we not hesitate some before we strike down and annihilate them?

If we act upon the supposition, that no books are brought into the libraries except those intended to amuse and instruct children, and therefore conclude it is no longer necessary to increase that description of books, our action will be wrong. Books are here found suited to every age, and almost every grade of intellect; and the instruction and information afforded by them to our citizens of adult age, are of incalculable benefit.

"The object of the law for procuring district libraries is to diffuse information, not only, or even chiefly, among children or minors, but among adults and those who have finished their common school education. The books, therefore, should be such as will be useful for circulation among the inhabitants generally. They should not be children's books, or of a juvenile character, or light and frivolous tales and romances; but works conveying solid information, which will excite a thirst for knowledge, and also gratify it, as far as such library can." Such is the language uniformly held by this department to the trustees of school districts.

Indian Schools.—The Superintendent of Common Schools has been specially charged by law with the supervision and control of the schools established for the education of Indian children, residing upon the reservations in this State.

The moneys appropriated by the act chapter 114 of the Laws of 1846, for building and furnishing school houses on the Onondaga and St. Regis reservations, have been paid to the agents of the respective tribes and school houses erected as contemplated; and schools have been kept in both during the year past, attended with as much success as could have been reasonably anticipated.

It appears by the report from the agent of the Onondaga Indians, which is herewith transmitted, that a "School has been taught by a male teacher, without interruption during the past year." The compensation paid to the teacher for his services, is the amount appropriated by the above act, \$250, and the sums apportioned by the town superintendents of Onondaga and Lafayette out of the school moneys of their respective towns; but the second section of the act, chapter 45, of the Laws of 1846, has been repealed, and no moneys can be paid hereafter for the support of these schools from the Common School Fund. The agent reports that only one-half of the appropriation for the year 1847, one hundred and twenty-five dollars, has been drawn from the treasury and applied in payment of the teacher's wages. The amount appropriated, which is nearly twenty-three dollars a month, allowing one for vacations, is deemed abundantly adequate to secure the services of a teacher in every respect competent to take charge of the school, and considerably exceeds the average of the compensation paid to the teachers of our Common Schools. There are only four counties in the State where the average monthly compensation paid to teachers is larger than the amount paid in this instance. Taking into consideration the very many peculiarities that surround an individual engaged in this employment, which

can readily be seen by referring to the agent's report, the undersigned does not believe the sum apportioned is more than is required to accomplish effectually the objects designed, when it is considered that a portion of the amount must be applied when necessary to defray "the other expenses of maintaining the school." The average attendance has been only eighteen. This is a small number out of 169 children found there in 1845, as appears from the census returns of that year, and may justly be attributed to the causes stated in the agent's report, and it is hoped he will be successful, by his personal efforts, in securing a more general attendance the present winter.

The report of the agent of the St. Regis Indians, presents the school established on their reservation in a very prosperous condition. A school has been kept nine months, since December 1st, 1846, in the school house erected at the expense of the State, on the reservation of this tribe, by a competent teacher. The average attendance of Indian children at this school has been fifty.

The whole number of children on this reservation, as appears by the census of 1845, was 81. The school teacher was employed by the agent at twenty-six dollars per month, and he reports that he has received from the treasury the whole sum appropriated by the act, chapter 114, of the Laws of 1846, for "the payment of the wages of a teacher," and "the other expenses of said school," that he had paid to the teacher one hundred and fifty dollars on account of his wages, and that he had applied ten dollars in defraying the expenses incident upon hiring a teacher, and visiting and examining the school, leaving forty dollars of the appropriation in his hands unexpended. The appropriation made in 1846, has been increased one hundred dollars, by the act chapter 208, of the Laws of 1847; and the sum now applicable to the annual payment of teacher's wages, and to defray the other expenses of this school, is three hundred dollars during the time limited in these acts.

The county superintendent of the western division of Cattaraugus county, has made an interesting report to the Superintendent, of the condition of two schools kept during the summer of 1847, on the Allegany Indian Reservation; for the instruction of Indian children in the towns of South Valley and Little Valley. The following summary of the condition of these two schools has been taken from that report: Whole number of pupils in attendance at the time of visitation, 75; the number engaged in learning the alphabet, was 8; do. to spell, 5; do. to read, 62; do. arithmetic, 26; geography, 6; English grammar, 2; composition, 10; vocal music, 75; to write, 29; analysis and definitions, 10. The most interesting, and not the least remarkable fact, disclosed in this report is, that every pupil attending the school was engaged in learning to sing. Every pupil, also, except those in the alphabet and learning to spell, was engaged in reading. How far and to what extent this experiment of imparting systematic instruction to these remnants of the aboriginal inhabitants of our State, may prove successful, time, and a patient application of the means appropriated by the Legislature, can determine. The effort is worthy of our State, and even if attended with failure, it should not cause any regrets whatever.

It was stated in the last annual report from this office that the commissioners designated by the act, chapter 114, of the Laws of 1846, to receive the appropriations for and superintend the erection of school houses on the Allegany and Cattaraugus reservations, had not taken any steps to carry into effect the provisions of the act in respect to the schools to be established on those reservations.

By the act, chapter 238 of the Laws of 1847, the Legislature appropriated the sum of three hundred dollars for building and furnishing a school house on the Cattaraugus reservation, and a like sum for the Allegany reservation declaring that the school houses to be erected should be used for the "accommodation and education of the Indian children residing on said reservations."

The above appropriations are in lieu of those contained in the act of 1846 for the same objects. The act of 1847 also declares that the appropriations made or which may be hereafter made for the purposes of the act, shall be paid out of the United States Deposit Fund to the agent named, or his successor, on a bond with sureties, being executed and approved by the Superintendent of Common Schools and filed in this office; conditioned for the faithful expen-

diture of, and accounting for all moneys which may be received under the act. The commissioner is also required to render an account of all receipts and expenditures by him annually, in the month of October. This act also declares that no appropriation made for the education of Indian children residing on these reservations, shall be expended by the commissioner until the chiefs of the Indians shall pay to the commissioners twenty per cent of the sums appropriated each year, to be applied to the maintenance of the schools; and that no moneys shall be paid to the commissioner unless he furnish the Superintendent of Common Schools with satisfactory evidence that schools have been kept on the reservations respectively for at least six months during the preceding year. The act of 1847 also repeals the third, fourth and sixth sections of the act of 1846, which contain the provisions making the appropriation for the payment of the teachers' wages employed after the school houses have been erected and furnished. On the 6th day of July last, the commissioner designated in the act, filed in this office the required bond with sureties which were approved by the Superintendent; and in a recent report received from him, he states that he has drawn on the Comptroller for the moneys appropriated by the act of May 7, 1847, to the objects above named; that the chiefs on the Cattaraugus reservation, desiring a better house than could be built for three hundred dollars, had appropriated an equal sum, and that he had made a contract for building and furnishing a school house on that reservation, to be completed by the 10th day of December, 1847. In respect to the house on the Allegany reservation, the commissioner states that the chiefs there did not make any addition to the State appropriation; that he found it would be difficult to get a school established the ensuing winter where the school house is to be located, and as it would be more expensive to build the house the fall past than it would by giving a longer time, he had entered into a contract for the completion of the house by the first day of June, 1848. In regard to the schools now established on these reservations, Mr. Howe remarks as follows:

"On the Cattaraugus reservation there are two missionary establishments which support schools. There is also one school, principally for females, supported by the society of Friends. On the Allegany reservation there is one missionary establishment which supports a school, and one other school supported by the society of Friends." In repealing the provisions of the act of 1846, containing the appropriations for the payment of teachers' wages, and to defray the other expenses of the schools kept in the school houses to be erected on these reservations, it is fair to infer from the language of the fourth section of the act of 1847, that the Legislature contemplated future appropriations in furtherance of the important object contemplated by both acts. It will therefore be necessary, as one of the school houses will have been finished in time to commence a school early the present winter, and the other will probably be completed in June next, for the Legislature to make the appropriations necessary to pay the wages of the teachers to be employed in the school and to defray the other incidental expenses. To faithful and competent teachers, a just and liberal compensation should be paid; and none but experienced and well qualified instructors should have charge of them.

In carrying out the policy so auspiciously commenced, of rescuing these children of the forest from a state of demi-barbarism, and placing them in a more elevated scale of civilization by means of education, the instruction imparted should be thorough, and such too in fact as will interest and amuse them in the hours of confinement in school. The practice of vocal music and drawing in these schools would operate powerfully upon these children, and induce a large and continued attendance.

Free Schools.—These schools have been established by law in the cities of New-York, Brooklyn, Buffalo and Rochester, in the town of Williamsburgh and in the village of Poughkeepsie. The city of Albany, where a less sum than \$200 was paid during the last year on rate bills, may be included among the FREE school cities. The official reports made to this office from the above places, do not afford data sufficiently correct and full to allow an accurate statement to be presented, showing the difference in the expense of tuition, in all these cities and localities, compared with other counties or the remaining portions of

the same counties, in which free schools have been partially established.

A comparative statement cannot be presented, showing the whole expense incurred under our system, where the teachers' wages are partly paid by rate bills; because we have no means of ascertaining the amount of taxes raised in the districts, for the erection and repair of school houses, and the expenses of collecting those taxes and the rate bills for teachers' wages, which are very considerable and are legitimate items to be taken into consideration. Excluding the cities of Albany, Brooklyn, Buffalo, Hudson, New York, Rochester, Schenectady, Troy and Utica; and the town of Williamsburgh, where the schools have been established and are conducted under the provisions of special and local laws, we have 10,80, school districts, in which schools were taught in 1846, on an average of eight months; whole number of children taught during some part of the year in those districts, 631,787; number between 5 and 16 years of age, 571,859; and the whole amount of public money expended for teachers' wages, including the contributions by rate bills, was \$859,441.10, averaging \$1.36 for each pupil taught. In the city of New York, the average was \$1.67 for twelve months tuition; in Brooklyn, \$1.84; Buffalo, \$1.51; Rochester, \$1.80; and Williamsburgh \$1.85; showing the average expense under the rate bill system to be materially higher, taking into consideration the number of months schooling, than under the free school plan. According to the rate paid in the counties, a school taught twelve months would average \$2.04 for each pupil. The extension of free schools in the State is progressing moderately; and laws are passed nearly every session of the Legislature, providing for their establishment in populous and wealthy villages; while the poorer and less populous districts, in the same towns are left to struggle on, from year to year, in the best way they can—sustaining a school perhaps only four months in the year, to secure the next apportionment of public moneys. Is this policy just?—is it right to discriminate in this manner, between the school children of the State? Why should ample provision be made for the children residing in particular localities, and others turned over to the naked bounties of the State; which, although munificent in the aggregate, are only sufficient to pay a few weeks' tuition for each child? This great and essential question turns simply on the mode of taxation; by changing this and requiring the boards of supervisors to raise upon the counties respectively, a sum equal to the amount apportioned from the treasury to each county for the support of schools, and upon the towns another sum equal to the apportionment of such town from the school fund, which would increase the local taxation upon the counties, not to exceed five-tenths of a mill on the valuation in any county, and our schools might be rendered nearly free to every child in the State.

This view may be illustrated by stating the actual results in two counties, irrespective of the sums apportioned and raised for the support of libraries.

Ontario County.—In 1846, the amount of public money received and applied to the payment of teachers' wages, was..... \$3,829 28
Amount paid on rate bills,..... 12,861 06
Whole sum paid for teachers' wages,..... \$21,690 34

The whole number of children returned as having been taught some portion of the year, was 14,152, and the number reported between 5 and 16 years of age, was 11,466. By charging a fixed tuition fee of fifty cents each term, on the assumption that there will be two school terms in each district during the year, and take either of the above aggregates of children, and with the proposed charge, the following results will be obtained:

Whole amount appropriated by the State, after deducting one-fifth for library money,..... \$3,596 64
Equal amount to be assessed on the county,..... 3,596 64
Equal amount to be assessed on towns,.... 3,596 64
\$10,789 92

Tuition fee of fifty cents on 11,466 children, assuming that this number will be entered at each winter and summer term,..... 11,466 00

Aggregate of receipts to pay teachers wages,	\$22,255 92
Deduct amount actually paid as above,	21,690 34
Leaving a surplus of	565 58

But if we take 14,152 as the number of children who enter the schools at each term, the surplus would amount to \$3,251.58. The corrected aggregate valuations in this county amounted in 1846 to \$12,629,547.

Washington County.—The amount of public money received and applied to the payment of teachers' wages, during the same year, was,	\$7,344 49
Amount paid on rate bills,	9,576 65
	\$16,921 14

Number of children taught some portion of the year, 12,814. Number of children between school ages, 11,018.	
Whole amount of money appropriated by the State, deducting one-fifth for library money,	\$3,424 99
Equal amount to be assessed on county,	3,424 99
Equal amount to be assessed on towns,	3,424 99

	\$10,274 97
Tuition fee of fifty cents on 11,018 children, on the assumption before stated,	11,018 00

Aggregate of rec'pts to pay teachers' wages,	\$21,292 97
Deduct pay'ts for teachers' wages in 1846, ..	16,921 14

In this county there would be a surplus of, ..	\$4,371 83
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which would be increased, if the tuition fee be charged or estimated on the number of children taught during the year.

The amount received and expended, for teachers' wages in Ontario county was \$1,736 more than the public money apportioned and the "equal sum" raised on the towns; and in Washington county, \$494.51; and this excess was probably raised by voluntary taxes in the towns in both cases. The average number of months' schooling appears to be the same in both counties. The corrected aggregate valuations in Washington, in 1846, stood at \$6,173,997, which is about half the amount given in Ontario.

The plan here suggested would secure, to a district containing 40 school children, an annual fund of at least \$70,000 for the payment of teachers' wages, and it might with safety be estimated higher. It is simple, and avoids the necessity of issuing rate bills and saves the collector's fees on the warrant; as each pupil on entering the school will be required to pay a stipulated tuition fee in advance, as is now the practice in most of the academies in the State. It will secure a larger and more uniform attendance of scholars, and prevent the schools from being broken up by the withdrawal of children, under the apprehension that the rate bills will be unreasonably high, and remove many of the causes of contention and litigation in the districts, that exist under the present mode of providing compensation for teachers. The amount raised in the county, in the manner provided for levying State and county taxes, would subject at least \$50,000,000 of corporate property to taxation for the benefit of the schools in the whole county, which is now enjoyed by the towns and cities, where those corporations are located or carry on business. Should this scheme be adopted, it will not be necessary to change or modify materially the present organization. The school moneys may be apportioned, as they now are, to the towns, on the ratio of population, and to the districts, according to the number of children residing in each. The school trustees should, however, be required to state in their annual reports, not only the names of the parents and guardians of children belonging to the district, but the number and names of such children in full, residing in the family of each inhabitant. They should also state the names of the school children, if any, in their district, that in their opinion ought to be exempted from the payment of the tuition fee; and these reports should be verified by the trustees, or at least two of them. It will probably be thought advisable to vest the power of apportioning these school moneys among the districts in some local board of the town, requiring such board to examine the trustees' reports and make the necessary enqui-

ries as to any matters set forth in them, to correct any mistakes, and prevent duplicate returns of school children.

Excluding the city of New York, the estimates and computations contained in the statement below, show the results attainable by adopting the plan suggested.

Whole amount of public moneys apportioned to the remaining counties in 1846,	\$198,654 13
Proposed amount to be raised in counties, ..	198,654 13
Equal sum raised in the towns, ..	198,654 13

Aggregate amount of distribution, ..	\$595,962 39
In the remaining 58 counties, there were 667,140 children taught in 1846, and assuming that each pays a tuition fee of 50 cents, a fund is raised of,	333,570 00

Which added to the above makes a total of \$929,532 39

Whole amount of public money raised and expended for teachers' wages in 1846,	\$461,177 20
Am't paid on rate bills same y'r	462,840 44
	\$924,017 64

	\$5,514 75
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It is perfectly safe to assume, that at least one half of the above number taught, attended the schools two terms, or were entered two terms, and would therefore be chargeable with the additional tuition or entrance fee of 50 cents, say,

Excess produced,	\$172,299 75
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If we adopt the last method, in making the statements for Ontario and Washington counties, it will be found that in the former the amount paid for teacher's wages exceeds the fund produced \$286.42; while in the latter the fund produced exceeds the amount actually paid \$33.35. But this cannot be material; *that is certain which can be made so*; and by defining the periods of the school terms and fixing the amount of the entrance or tuition fee, an adequate sum will be raised to sustain the schools an additional month in each year throughout the State.

Our fellow citizens have heretofore cheerfully acquiesced in the imposition of a tax to support the government and *sustain the credit* of the State, of more than twice the amount proposed to be raised in the plan suggested. What improvement, internal or external, is more worthy of the fostering care of the Legislature or of greater importance to the community, than the *mental* improvement of those who are soon to exercise all the privileges of citizens, and wield the destinies of the State. It would be an unjust impeachment of the patriotism and good sense of the people, to suppose they would not cheerfully embrace and cordially approve any reasonable measures which will reflect so much honor on the present, and confer such enduring benefits on the future.

The abundant provision made by the Constitution for the payment of the interest on and final extinguishment of *all* the General Fund and canal debt of the State, as well as for defraying the necessary expenses, of the government, must remove all apprehension, if any was ever entertained, of a future tax being imposed for the support of government.

A powerful interest will be created in favor of the progress of our common schools; for those who contribute mainly to the increase of the proposed fund, will have children to educate, and will seek to do this out of the moneys they have already paid. The tuition fee will be so small for each scholar that very few exemptions will be required; and the attendance "for four and less than six months," instead of being only 153,513 in the whole State, will be increased to three times that number. An annual tax of about seven-tenths of a mill on the valuations would, with the increased distribution from the Common School Fund, supply ample means to establish and support free schools, from six to eight months in every school district in the State.

Of the increased distribution.—The balance in the treasury on the 30th day of September last, arising from the revenues of the Common School Fund, being \$124,947.16. an increase of \$10,000 has been added to the distribution

heretofore made from the revenues of that fund. The table herewith submitted and marked H., contains the apportionment of \$235,000 among the several counties, cities and towns of this State, according to the census of 1845.

The act making the appropriations for the support of schools in 1848, was passed at so late a period of the last session of the Legislature, that the undersigned could not transmit to the several county clerks copies of the apportionment, to be laid before the several boards of supervisors at their late annual meetings; and consequently a sum equal to the present apportionment cannot be raised in the counties the present year; but under the provisions of the second section of the act chapter 330, of the Laws of 1839, it will be the duty of the supervisors, at their annual meetings in 1848, to add the amount of this deficiency to the sums required to be raised for school purposes in each of the towns in their respective counties. The present prosperous condition and future prospects of the capital of this fund, give strong assurances that the apportionment now made will not hereafter be diminished; and that a further increase of \$10,000 may be added to the distribution in 1851.

Of supervision and inspection.—The abolition of the office of county superintendent of schools will necessarily place this department in direct correspondence with the trustees and other officers, of more than 11,000 school districts, and the town superintendents of 852 towns. In addition to the numerous letters addressed to the Superintendent from all portions of the State for advice and instruction, and many of them requiring the most critical attention, and often extended examination—every appeal from the acts and decisions of school district meetings—the town superintendents, and trustees of school districts, or concerning any other matter under the school laws, must now be brought directly to the department. The necessity and importance of settling and adjusting school district controversies, and correcting the irregularities and inadvertent mistakes, or even the wrongful acts of the town and school district officers, by this speedy and unexpensive procedure, must be too apparent to require even a passing remark. The whole number of appeals brought to this department from the decisions of county superintendents, since April 17th, 1843, when they were authorised to decide appeals, was 192, while the decisions made and controversies compromised by these officers, were more than seven times that number. The act abolishing the office seemed to be in accordance with the public will, and should be cheerfully obeyed; but the wisdom and expediency of the measure must be tested by the experience of the future. The labor and expense thrown upon this office, in consequence of this legislative act, cannot justly and therefore does not form any ground of complaint with the undersigned. With the other official duties devolved upon the incumbent of this office, a personal supervision and inspection of the schools, if in any way desirable, is wholly impracticable. This question is then presented to the grave consideration of the Legislature and the people of the State—are we to dispense entirely with all personal visitation, inspection and supervision, except what may be performed by the local town officers? and are we not hereafter to have any statistical information of the relative condition of our school houses? and of the condition of the winter and summer schools from year to year, showing the number of schools visited and pupils in attendance at the time? the course and extent of the studies pursued, with the ages, sex and time of employment of the teachers, and the compensation paid? To repeat the just encomiums bestowed upon our system in all its parts, as it recently existed, and which distinguished educators and philanthropists in other states have urged upon the consideration of their Legislatures, as worthy of being incorporated into their own systems, might seem disrespectful. The minutes of the Committee of Council on Education in England, for the years 1845 and 1846, contain reports exhibiting a minute and searching examination of all the schools in the different districts in England, and on the state of education in Scotland, subject to governmental inspection.

These reports were made by officers appointed by the government who receive their instructions from the council on education and report directly to that board. The statistical information collected by these inspectors is not

confined to the number of pupils under instruction and the present condition of the schools. These reports embrace a particular account of the application and expenditure of the government grants in aid of education, as well as particular information relative to the condition, mode of instruction, and progress of the schools, with remarks and suggestions in regard to the mode of instruction pursued in each of the schools visited. In fact they present a very elaborate and critical survey of the field of observation, subject to the visit of the inspectors.

Official information of this character forms the basis for sound legislation, and gives a right direction to progressive measures of improvement. The Superintendent still retains the power conferred by the act, chapter 330 of Laws of 1839, of appointing persons in the several counties "to visit and examine into the condition of the common schools, and report on all such matters relating to the schools and the means of improving them, as he shall prescribe;" but no compensation can be made for this service. It cannot be expected, therefore, that full and complete reports will be obtained through a voluntary agency that requires weeks and months of severe labor to accomplish. Much, however may be done by the designation or appointment of county visitors, if the town superintendents be required to co-operate with them and furnish statistical reports from the towns and districts which they may not be able to visit and examine. The statistical reports thus furnished will be quite extended; but of course, the county visitors, in making their suggestions of plans for improving the condition of the schools, will be mainly governed by information obtained by personal inspection and examination.

Other plans might be suggested that would, no doubt, if adopted, greatly add to the efficiency of our local supervision and inspection, and take the place of that which has recently been abolished; but whether, at this time, any suggestions of this sort would be likely to meet with public favor, may well be questioned. From actual official information, obtained during the year 1846, the undersigned believed that the amount of compensation paid to town superintendents and town officers for services connected with the schools, amounted to about \$35,000 annually. It is not supposed that this amount exceeds the sums actually paid by the towns that year; nor will it cover the expenses of 1848, by \$10,000. The duties of the town superintendents must now necessarily be extended, and their services increased; and the aggregate annual compensation paid to these officers will, it is believed, on a careful examination, exceed \$45,000. Without any material increase of expense, provision might be made by law for the election by the people of inspectors of schools, in each assembly district, whose compensation should be limited, and who could conveniently perform many of the duties of town superintendents; and thus, by dividing the labor and compensation between these officers, the aggregate expenses of both would not exceed the compensation of the latter officers.

It should be here remarked that the city of New York is exempted from the operation of the act abolishing the office of county superintendent of schools; and therefore the plan above mentioned would require the election of only one hundred and twelve district inspectors.

Many of the town superintendents of the State have heretofore been employed as common school teachers in their respective towns, having received their certificates of qualification from the county superintendents; and, no objections appearing to exist against the election of a well qualified school teacher to this office, it is respectfully submitted, that provision be made by law for the examination of town superintendents, who may be candidates for teaching schools in their respective towns, and by this means remove the present disqualification. One or more of the county visitors appointed by the State Superintendent might perform this duty conveniently and acceptably.

The District School Journal.—The Superintendent respectfully recommends a continuation of the State subscription to this periodical, which expires on the first day of April next; and to effect this an appropriation of \$2,400, to meet the expense will be required.

Some complaints of inattention, on the part of school district clerks, to the discharge of the duties required of them, has heretofore existed; but since the post-office

lists have been revised and corrected, these complaints have generally ceased, and it is believed the papers are now taken from the post-offices and generally circulated.

The undersigned respectfully refers to the views and opinions expressed by him, in the two last annual reports from this office, in reference to the important advantages resulting to the State, from the circulation of this periodical into the different school districts and among the school officers.

The Common School System and its results.—The first official report communicated to the Legislature, containing returns from the towns and school districts, was made in 1816, when the whole number of districts, from which returns were received, was 2,631;—children taught therein, 140,106;—number between the ages of 5 and 16 years, residing in the districts, 176,449. The average annual increase from that time to the period covered by the returns in this report, thirty-one years, is as follows:—in school districts, 269; children taught, 19,622;—children between the school ages, 16,903. The average annual increase of population in the State from 1820 to 1845, was 63,267. The average annual increase during the latter period, was, in districts, 188; children taught, 17,753; between the legal ages, 13,312.

The first appropriation of moneys directly from the treasury "for the encouragement of schools," was made in 1795; and by the act chapter 75 of the Laws of that year, \$50,000 were directed to be annually distributed to the counties for five years; the supervisors were required to raise, by tax upon the towns, a sum equal to the amount apportioned to them. Only \$149,250 appear to have been distributed under this act; and from 1801, when the last payment under the act was made, to 1814, no moneys were appropriated from the treasury for the support or encouragement of common schools. By the act chapter 66 of the Laws of 1805, the Legislature set apart 500,000 acres of land as a permanent fund "for the encouragement of common schools," the proceeds of which, with the annual interest, were required to be loaned until the yearly income should amount to \$50,000, and then the interest was to be apportioned and applied to the support of schools, as the Legislature might direct. In 1814 the first moneys were paid from the treasury for the support of schools, out of the income of the fund established by the act of 1805, being \$48,376; and the whole amount received by the districts, the same year, was only \$55,720 98. The outlines of the present system were established by the act, chapter 242 of the Laws of 1812; but the supervisors were not required to raise upon the towns an amount by tax equal to the sum apportioned previous to the act, chapter 192 of the Laws of 1814; and the districts did not receive an amount equal to both sums, until 1818. No report of moneys paid on rate bills was made previous to the year 1823, when \$297,048.44 appear to have been contributed by individuals in this mode, for the payment of teacher's wages; and the average expense of tuition was \$1.09 and a fraction on the whole number of children taught. As before remarked, the present system took its form in the legislation of 1812, when the appointment of a superintendent of common schools was provided for, and the duties discharged by a separate officer, until 1821, when they were devolved upon the Secretary of State. Although our school laws have been repeatedly amended and altered, and even re-enacted entire, for the purpose of presenting a complete system in one act, it is a curious, if not remarkable fact, that many of the provisions of the very last enactments are found expressed in language almost identical with the laws first passed. More than half a century has elapsed since the first appropriation of moneys was made from the treasury, "for the encouragement of schools," and although the permanent fund for this object has been accumulating forty-two years, it is only thirty-three years since the first income from this fund was distributed to the school districts. We may also assume that the main features of the system have been in full and active operation, about nineteen years, or since 1828.

Having presented this brief statement of the foundation and progress of this invaluable institution, it is not the intention of the undersigned to indulge in any extended remarks justly deducible from facts so prominent and conclusive. They are presented to the Legislature and an intelligent public, in the confident hope that the results,

as they appear from the official reports of the past year, may be as gratifying and satisfactory to the representative and constituent, as to him whose duty it has been to prepare and submit them.

This, like every other work of man, has imperfections; and, like every other human institution in its minor details, must change with the ever varying progress of civilization; but, so long as the essential powers of recreation shall be retained in the system, as it hitherto has been, like the well balanced movements of a perpetual motion, it will perform its legitimate functions. What more appropriate office or acceptable duty can any government or community perform, than to make ample provision for the mental and moral instruction of its youthful citizens and members; to present to them the means of acquiring the necessary knowledge to aid them in the proper discharge of their duties here, and to prepare for a happier destiny hereafter. MAY THIS INSTITUTION BE PERPETUAL!

N. S. BENTON.

LABOR AND RESPONSIBILITY OF TEACHERS.

There is, so far as we know, no occupation that is so poorly paid, as that of teaching; especially when we consider the qualifications, the abilities, and the onerous duties of instructors. How few, engaged in this business, ever realize the necessities of a comfortable livelihood, or the means of raising a family. Indeed, so well does this seem understood, that we find but few teachers who venture to assume the engagements of a married life. The public sentiment needs to be changed on the subject of the teacher's calling, his labors, and influence. No business or vocation is more important—none lies nearer the foundation of all that concerns the happiness and well-being of individuals and of society. On no profession does weightier responsibilities rest. We do not offer these as truths just now discovered—by no means; they are known and admitted by all reflecting and intelligent persons, and are susceptible of the clearest proof. And does not the proper discharge of the duties of this vocation involve labor—not physical labor, indeed, but that persevering, untiring, intellectual effort, that is far more exhausting to the system than almost any other kind of exertion. Are such efforts in general, now fairly compensated? So far as our knowledge of the West, extends, we most unhesitatingly answer—No! Yet we hope to see the qualifications of many of our teachers improved, and the general standard of attainments elevated. This will be alike beneficial to both teachers and taught. In succeeding numbers of our paper, we shall endeavor to point out some of the means by which every instructor who is so disposed, may, by the use of such facilities as he can command, increase his qualifications so as to keep pace with the improvements in education. However limited may be the attainments of a teacher, yet, if he is faithful and devoted to the improvement of his pupils, he is doing more for the benefit of his country and his kind, than many of those sharing largely of the public honor; and we trust the period is fast approaching, when his usefulness and labors will be properly appreciated.—*School Friend.*

LOVE.—The following exquisite passage we find in Tupper's "Crock of Gold;"

"Love is the weapon which Omnipotence reserved to conquer rebel men when all else had failed. Reason he parries; fear he answers blow to blow; but love, that sun against whose melting beams winter cannot stand, that soft subduing slumber which wrestles down the giant, there is not one human creature in a million, not a thousand men in all earth's large quintillion, whose clay heart is hardened against love."

A paper out west, speaking of one of their orators, says "he spoke an hour and a half, and was sensible to the last."

DISTRICT SCHOOL JOURNAL.

ALBANY, MARCH, 1848.

THE JOURNAL.

The connection of the present editor with the Journal ceases after the publication of this number. The paper will be hereafter under the charge of Mr. COOPER, whose Card will be found below.

The Editor, in retiring from his office, cannot let this opportunity pass without returning his thanks to the gentlemen who have so kindly contributed to the columns of the Journal.

To the many editors in different parts of the State, who, during the past year have spoken a kind word concerning the Journal, thanks are also due: And though these laudatory notices have not been copied in the Journal, (for modesty would forbid it.) still they have been appreciated, and the kindness will not soon be forgotten.

To readers, patrons and all friends of education he addresses a hearty "fare you well."

The readers of the Journal are informed of the change in its editorial management by the above announcement. The undersigned, in entering upon the discharge of his duties as Editor, feels it alike due to himself and the friends of education to state, that it will be his highest aim to carry out the objects for which the District School Journal was established, and for which it has been made the organ of the Department. He will endeavor to inculcate the doctrines that have been so ably and judiciously advocated by his predecessors; and spare neither labor nor pains to make it useful and interesting to the friends of education throughout the State.

In renewing his relations to the cause of education, the subscriber solicits the continuance of such favors as have already laid him under many and lasting obligations to Teachers throughout the state and their co-laborers. He hopes for their assistance in giving value to the columns of the Journal and in increasing the number of its readers. Though confined strictly to educational subjects, efforts will be made to give it variety, and thus awaken interest in its pages.

As the organ of the Department, it will continue faithfully to represent the views of the Superintendent and convey all the information required for the correct and efficient management of the common schools of this State.

With these assurances, the undersigned asks for the continuance and support of teachers and friends of education, and hopes to give no occasion for regrets that this paper should have been placed in his hands.

EDWARD COOPER.

ODDS AND ENDS TOUCHING THE

ENGLISH LANGUAGE, BY TWO.

No. IV.

The Subjunctive Mood. "The exact length of skirt now given to the subjunctive mood in English, appears to be, that it is confined to the expression of *conditionality with uncertainty*."—*Westminster Review*, No. 40.

Alison, the Historian. The Edinburgh Review points out some curious grammatical blunders of this unsafe historian. "Murat made eighteen hundred of their wearied columns prisoners." "The French army celebrated the anniversary of Napoleon's coronation by the spontaneous combustion of their huts."

Wilted, Withered. Dr. Daniel Drake, the "old man eloquent" of the Medical Profession in this country, suggested many years ago, the adoption of the word *wilted* into our language, differing from *withered*, in that the subject can be revived.

"Dryden, in his later writings, rejected the Anglicism

of terminating a sentence with a preposition. Thus, "I cannot think so contemptibly of the age I live in," is exchanged for "the age in which I live." And though the old form continued in use long after the time of Dryden, it has of late years been reckoned inelegant and proscribed in all cases, perhaps with an unnecessary fastidiousness, to which I have not uniformly deferred, since our language is of a Teutonic structure and the rules of Latin or French Grammar are not always to bind us."—*Hallam's Literature of Europe*, vol. 4.

In a note, our author further remarks, "The form is in my opinion, sometimes emphatic and spirited, though its frequent use appears slovenly. I remember my late friend, Mr. RICHARD SHARP, whose good taste is well known, used to quote an interrogatory of Hooker: "Shall there be a God to swear by, and none to pray to?" as an instance of the force which this arrangement, so eminently idiomatic, gives. It is unnecessary to say that it is derived from the German, and nothing but Latin prejudice can make us think it essentially wrong. In the passive voice, I think it is better than in the active, nor can it always be dispensed with, unless we choose rather the feeble encumbering pronoun *which*."

Gee. Wo. Dr. Pegge, a "curious antiquary," attempts to explain the origin of these words, so much in use with cartmen and drivers of oxen. He derives "gee" from the German word "geh," which is the second person singular of the imperative of "gehen," to go.

"Wo" he derives from the Danish word "ho," which means "stop." The French say "ho-la," "stop there." And in Shakespeare's "As you like it," we find the following: "cry ho-la to thy tongue, I prythee, it curvets unseasonably." Among nautical persons, also, when a vessel is spoken at sea, it is usual to cry "ship ahoy;" that is, "ship, stop." So in like manner, a little trading vessel, which the English term a "hoy," probably derives its name from stopping at different places to take in goods and passengers, when hailed from the shore.

New Words. In 1644, a pamphlet was printed at London, entitled "Vindex Anglicus, or the perfection of the English Language defended and asserted." Speaking of the introduction of new words into our language, the author says, "moths and cankers, who with their shallow inventions and silly fancies, must still be engrafting new coined words in our English nursery, without either art or judgment. Let me afford you a few examples and I am deceived if they will not move both your anger and laughter. Read and censure: Adpugne, adstupiate, bubillate, ebriolate, contrast, catillate, fraxate, gingreate, ligitration, lureate, mephitick, obsalutate, orbation, nixious, plumative, puellation, raption, sudate, tristful, vitulate, zoografe, &c. &c." *Harleian Miscellany*, vol. 5.

Incongruities. "The practice of describing objects and circumstances peculiar to ancient times, by terms characteristic of modern institutions and manners, may, I think, be classed among the chief improprieties of style. Gavin Douglas, the celebrated Bishop of Dunkeld, has exhibited many curious instances of this practice in his Scottish version of the *Æneid*. The sibyl, for example, is converted into a nun, and admonishes *Æneas*, the *Trojan Baron*, to persist in *counting his beads*. This plan of reducing every ancient notion to a modern standard, has been adopted by much later writers. Many preposterous instances occur in Dr. Blackwell's memoirs of the Court of Augustus; and Dr. Middleton, who, if not a more learned, is certainly a more judicious writer, has in his *Life of Cicero*, frequently committed the same fault: Balbus was General of the *artillery* to Cæsar; Cicero procured a *regiment* for Curtius; S. Tediis took the body of Clodius in his *chaise*; Cælius was a young *gentleman* of equestrian rank. The very learned Dr. Doig thus translates a passage from the Scholiast on Pindar: 'The same *ladies*, too, from a sense of decency, invented gar-

ments made of the bark of trees.' Dr. Gillies, (history of Greece,) speaks of a *bill* being proposed in the Athenian Assembly, and of the *light dragoons* of Alexander the Great." (*Blackwood*.)

True Eloquence. Milton thus defines it: "True eloquence I find to be none but the serious and hearty love of truth: and that, whose mind soever is fully possessed with a fervent desire to know good things, and with the dearest charity to infuse the knowledge of them into others, when such a man would speak, his words, like so many nimble and airy servitors, trip about him at command and in well ordered files, as he would wish, fall aptly into their own places."

Hannah More. In the 1st volume of her life, is given a specimen of the English language, as it will probably be written and spoken in the next century. She sends it to Horace Walpole for perusal, and remarks concerning it, "though there is not one French word, there is not one English idiom." The following is a portion:

"Dear Madam:—I no sooner found myself here, than I visited my new apartment, which is composed of five pieces; the small room which gives upon the garden is practised through the great one and there is no other issue. As I was quite exceeded with fatigue, I had no sooner made my toilet, than I let myself fall on a bed of repose, where sleep came to surprise me.

My lord and I are in the intention to make good cheer and a great expense, and this country is in possession wherewithal to amuse one's self. All that England has of illustrious, all that youth has of amiable, or beauty of ravishing, sees itself in this quarter. Render yourself here then, my friend, and you shall find assembled all there is of best whether for letters, whether for birth," &c. &c.

Quere de hoc. Some years ago, the following letter appeared in a London newspaper:

"I request you will contradict the report circulated in your paper of the demise of the Marquis of Donegal, it being *totally* void of foundation.

Yours,

BELFAST."

A critic attacked the *verbiage* of this note, and observed that "if it be *totally* void of foundation, the inference is that it *might* have been *partially* true." Is not the criticism about equal to the note?

Synonymous Words. *Uncover*, (Saxon;) *Discover*, (French;) *Detect*, (Latin.) To uncover is merely to take off the covering; to discover is to lay bare what was covered; to detect is to lay bare that which the covering was to have concealed. We uncover a bed, we discover a person in the bed, we detect a person who ought not to be in the bed. *Effective*, *effectual*, *efficient*, *efficacious*. Causes which have a share in producing a given effect, are called effective; which have actually a share, are called efficient; which have a large share, are called efficacious, which have a decisive share, are called effectual. *Distinction*, *diversity*, *difference* and *discrimination*. (All derived from the Latin verbs.) Distinction is applied to delicate variations; diversity, to glaring contrasts; difference to hostile unlikeness; discrimination, to formal criticism. *Attractions*, *allurements*. Attractions draw, allurements beckon towards the possessor. Attractions are natural, allurements are contrived invitations. The attractions of beauty; the allurements of coquetry. *Honour*, *glory*, *fame*. Honour, pursuit of that contiguous praise which raises us in the value of those with whom we associate; glory, the diffusive praise which raises us, &c.; fame, the lasting praise of successive generations. The voice of honour is loud sounding; of glory, far sounding; and of fame, long sounding. [The above are by Taylor, of Norwich. Here follows one by Dr. Johnson:] *Intuition*, *sagacity*. One is immediate in its effect, the other requires a circuitous process; the one (he observed) was the eye of the mind, and the other, the *nose* of the mind.

HONOR TO THE GOOD.

Jan. 5th, 1848. The remains of David P. Page Esq., were brought into the church at Newbury, Old Town, where a large audience was assembled, and an extemporaneous address was delivered by the Rev. Mr. Withington, former pastor of the deceased.

Mr. W. began by remarking that Mr. Page, having been suddenly cut off in the midst of his days and usefulness, had now left us nothing but his *EXAMPLE*; it would not be so much the speaker's object to laud the dead or console the mourners, as to hold up whatever was excellent in the life of the departed as a pattern for imitation. It was utility, not panegyric, that would be the speaker's object. Mr. Page's life was a remarkable one; it laid strong hold of attention. He belonged to a class of men that would always be interesting in our country. He was the architect of his own fortune. He rose by his own indomitable energy. Though not exactly born in poverty, (he was the son of a substantial farmer in New Hampshire,) yet his father and he did not agree in their views of education. He had a thirst for knowledge which his father was not disposed to gratify. When very young, on a bed of sickness, when he was not expected to live, he extorted a promise from his father, that he should be sent to an academy; he unexpectedly recovered, and this was the beginning of his literary career. In every station he filled, he left the conviction that he was fitted for something more. Each trust paved the way for a greater. He was an eastern star always in the ascendant. Though his natural powers were respectable and beautifully balanced, he owed most to his industry. No opportunity was lost, no particle of time was suffered to drop unimproved to the ground.—Industry is indeed partly owing to *temperament*, but its direction always comes from *principle*. Cataline, Cæsar, Bonaparte, were all men of industry; it is only the Christian philanthropist who will dedicate all his powers to the service of mankind. The speaker remarked how important it was for all teachers, who hoped to be either useful or eminent in their profession, to learn this important lesson over the beloved dust of our departed friend. This was the legacy to us; this was the solemn voice that sounded from his tomb. Let each one that venerates Page, think of the cardinal virtue that made him great. Mr. Page was a man in whom certain opposites were wonderfully combined. With great reliance on his own powers, his confidence in himself was nicely balanced, by a conviction of the necessity of great exertion to qualify himself for a new station. He never distrusted himself, yet never presumed. If it ever was his lot to outstrip his qualifications, he always set himself to rise to his responsibilities; he knew if he had not the knowledge he had the capacity, and he was never in despair. When the clouds thickened around his path, whatever darkness enveloped him, and whatever dangers rose before, he walked calmly on, sure that perseverance was the best way to meet success. The speaker declared that he had known him for more than twenty years, and had seen him in the most trying situations; he had been accused, opposed, suspected, and surrounded with attempts to put him down. But the speaker never saw him off his balance. He was always calm, cool, collected. He rose from every cloud with brighter effulgence, and was a coin more current for the wear. As his rise in his youth was rapid, envy and emulation were excited by his success. But he lived down all his enemies, and there were few men over whose solemn grave such a flood of tears would so sincerely fall. *He being made perfect in a short time fulfilled a long time; for honorable age is not that which standeth in length of time, nor that is measured by number of years. But wisdom is the gray hair unto men, and an unspotted life is old age.* By this rule we are now burying an aged man.

Mr. Page was a Christian. With all his vast powers of combination, with all his talent in controlling men, his respectability in the world, and providential foresight,

he was a meek disciple of Jesus Christ. Let us then submit to His peremptory call and resign him to his early grave. He is not lost to us; he will long live in a sweet and profitable recollection. The sun sets; but when his disc is beneath the horizon, his lingering rays preserve the record of his refugeance, and cheer the lone traveler with his surviving light.—[*Massachusetts Watchtower.*]

At a special meeting of the Board of the "Essex County Teachers' Association," held at Salem, on Wednesday, January 19th, 1848, the following Preamble and Resolutions were offered by Mr. D. P. Galloup, of Salem, and unanimously adopted:

Whereas, it has pleased God in his providence, to remove from us by death, our muchesteemed friend, DAVID P. PAGE, Esq., formerly president of the "Essex County Teachers' Association," and more recently Principal of the New-York State Normal School, therefore,

Resolved, That by this afflictive dispensation, the cause of Popular Education has lost one of its most enlightened advocates, and most efficient and self denying laborers, one whose beautiful consistency of character, and zeal and industry in his profession, will long be remembered by those who had the pleasure of his acquaintance, or were permitted to labor with him in the cause to which he was so sincerely devoted.

Resolved, That as members of the "Essex County Teachers' Association," we gratefully acknowledge our indebtedness to our lamented friend, for much of the prosperity of the Association, for his persevering and self sacrificing efforts at the period of its formation, and for the lively interest which he ever manifested in all the plans to promote its usefulness.

Resolved, That we tender to the family of the deceased our warmest sympathy, in the sudden and severe bereavement which they have been called to suffer.

Resolved, That these resolutions be signed by the President and Secretary of the Association, that a copy be presented to the afflicted family, and that they be offered to the several papers of the county for publication.

W. H. WELLS, President.

CHARLES C. DAME, Secretary.

BUFFALO, Jan. 31, 1848.

Editor District School Journal:

Dear Sir:—At a late meeting of the members of the "Erie County Teachers' Association," a committee of three, consisting of Messrs. LAURENCE, JONES and BENDIER, was appointed to draft resolutions expressive of the feelings of the members of the Association in respect to Mr. PAGE's death. The following preamble and resolutions were read and unanimously adopted. Their publication in the Journal is requested in behalf of the Association.

Yours, truly,

C. D. LAURENCE.

Whereas, D. P. PAGE has discharged his duties as Principal of the State Normal School with such eminent success, and in such a manner, as to have universally secured the confidence and high respect of his pupils and of the friends of education throughout the State, therefore

Resolved, That the members of this Association have learned with unfeigned regret and deep sorrow, that in the prime of life he has been taken by the hand of death from the field of his useful and distinguished labors.

Resolved, That in his death the Normal School has sustained a loss which it will be difficult to repair.

Resolved, That the members of this Association deeply sympathise with the family and relatives of the deceased in their sudden bereavement.

Resolved, That a copy of these resolutions be signed by the officers of the Association, and transmitted to the family of the deceased.

A religious atmosphere should surround every temple dedicated to science and literature, from the district school house up to our colleges.

EDITOR'S TABLE.

MR. BENTON'S REPORT.—We commend to the notice of our readers the able report of the Hon N. S. BENTON, which is concluded in this month's Journal. It will richly repay for the time employed in its careful perusal.

DR. WEBSTER'S UNABRIDGED DICTIONARY.—We promised in our last, that we would notice again this valuable work. But as our editorial functions have been so unexpectedly taken from us, it will not be possible to keep this promise. Still we may express the wish, that the book may receive a careful examination from all teachers, and if it does, we have no fears for the result. Prof. Goodrich's Webster, will undoubtedly become the American Standard Dictionary. (For Sale wholesale and retail, by E. H. Pease & Co., Albany.)

HARPER'S PICTORIAL HISTORY OF ENGLAND.—The 39th No. of this noble work is published. We hope these enterprising publishers will give us, at the close, a copious index.

CHAMBERS' MISCELLANY OF USEFUL AND ENTERTAINING KNOWLEDGE.—No 12 is just published. It contains among other things a good outline of the History of Poland, the story of Baron Trenck, and Select Ballads

A FUNERAL DISCOURSE ON DAVID PERKINS PAGE, A. M., late Principal of the State Normal School, Albany, delivered Sunday Evening, Jan. 9, 1848, before the Executive Committee, the Faculty and the Pupils of the School. By E. A. HUNTINGTON, D. D., Pastor of the Third Presbyterian Church, Albany. Albany published by E. H. Pease & Co., 82 State Street, 1848.

This is an excellent and eloquent discourse, which does justice, and no more than justice to Mr. Page. The friends of education will read it with great satisfaction, and its extensive circulation cannot fail of doing great good.

HON. HORACE MANN's last Report has been received, but we have not yet had time to read it. Mr. Mann's Reports we always read with care, some other publications we skim.

HABITS OF AUTHORS.

HOMER, it is said, had such an aversion to natural music, that he could never be prevailed on to walk along the banks of a murmuring brook; nevertheless, he sang his own ballads, though not in the character of a mendicant.

VIRGIL was so fond of salt, that he seldom went without a box full in his pocket, which he made use of from time to time, as men of the present day use tobacco.

MILTON used to sit leaning back obliquely in an easy chair, with his legs flung over the elbow of it. He frequently composed in bed in the morning; but when he could not sleep, and was awake whole nights, not one verse could he make; at other times his premeditated effusions were easy, with certain impetus and æstrum, as he himself used to believe.—Then, whatever the hour, he rang for his daughter to commit them to paper. He would sometimes dictate forty lines in a breath, and then reduce them to half that number. These may appear trifles; but such trifles assume a sort of greatness, when related of what is great.

SHAKESPEARE, though one of the most gorgeous of men, was a great higgler. He was often known to dispute with a shop-keeper for half an hour on a quarter of a penny. He gives Hotspur credit for a portion of his own disposition, when he makes him say, "I would cavil on the ninth part of a hair."

YOUNG wrote his "Night Thoughts" with a skull and a candle in it before him. His own skull was luckily in the room, or very little aid would have been yielded by the other.

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